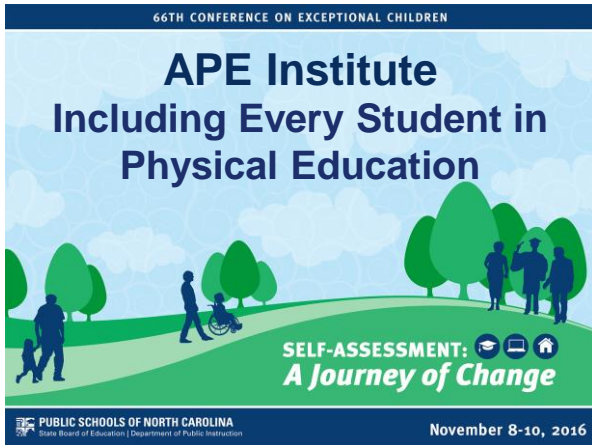


APE Institute Agenda

9:00-9:05	Welcome/Intro/Course Overview
9:05-9:25	Opening game-Meet Me in the Middle (quiz)
9:25-9:30	DPI Housekeeping
9:30-10:15	APE 101 (answers to quiz and more)
10:15-10:30	Break (coffee, snack provided)
10:30-10:50	Disability Awareness (Toxic Swamp Game)
10:50-12:15	Exploring Adaptations Will include: <ul style="list-style-type: none">• Overview of disabilities (OI/OHI; VI/HI; ID/TBI; MU; AU)• Common Adaptations, Class Management, Teaching Strategies• Inclusion• Small Group Activity (exploring scenarios and sharing ideas)
12:15-1:00	Lunch, provided (videos of differentiated instruction)
1:00-3:00	Exploring Adaptations (cont.) Will Include: <ul style="list-style-type: none">• Overview of Adaptations by Disability• Extended focus - Autism• Equipment Bonanza (What? Where? How?)• Common M/HS Sport Lesson Adaptations (basketball, net sports, soccer, base sports)• Common Elementary Lesson Adaptations (tag, jump rope, cooperative games)
3:00-3:15	Break (drink, snack provided)
3:15-3:45	Overview of APE Resources

3:45-4:00 Q&A



Disclaimer

Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

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Brought to you by:

NC Department of Public Instruction

THANK YOU,
THANK YOU
VERY MUCH!

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ADAPTED PHYSICAL EDUCATION



- The **mission** of the NC Adapted Physical Education Advisory Council (NC-APE-AC) is to promote quality APE services and equal access across the continuum of services for students with disabilities in North Carolina.
- The **vision** of the NC-APE-AC is that individuals with disabilities develop the skills necessary to remain physically active and pursue meaningful lifetime leisure and recreation in their communities.

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AND.....

Barbara Meleney, NBCT, CAPE
Durham Public Schools
APE Specialist
&
Lara Brickhouse, MAEd, CAPE
Durham Public Schools
APE Specialist

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Today's Agenda at a Glance

9:00-9:05 Welcome/Intro/Course Overview
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3:15-3:45 Overview of APE Resources
3:45-4:00 Q&A/Farwell!

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WELCOME!
**We are so glad you are
here!**

There is no time
to waste.....

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Find Your Partner!



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We're playing...



MEET ME IN THE MIDDLE!

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Question #1

What is another name for Specially Designed Instruction in Physical Education?

- A. Physical Therapy
- B. Adapted Physical Education
- C. Adaptive Physical Education
- D. Could use either B or C

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Question #2

Which of the following statements is incorrect?

- A. APE is Special Education.
- B. APE is a Related Service (like PT, OT, Speech).
- C. APE is required by law if needed.
- D. APE is not considered therapy.

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Question #3

Specially Designed Instruction should...(?)

- A. Address the unique needs of the student that result from the student's disability.
- B. Be taught in a separate setting.
- C. Ensure student can access the general curriculum.
- D. Both A and B
- E. Both A and C

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Question #4

Who is qualified to teach APE?

- A. APE Specialist
- B. Physical Therapist
- C. Physical Educator
- D. EC Teacher
- E. Both A and C
- F. All of the above

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Question #5

Where should APE services be provided?

- A. In the gymnasium
- B. In a separate, small group setting
- C. In the student's least restrictive environment
- D. On the playground

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Question #6

True or False:

In order to receive APE services, a student **must** have a physical disability.

- A. True
- B. False

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Question #7

Once it is determined that a child needs APE, is it necessary to have a goal on the child's IEP to address his/her needs in physical education?

- A. Yes
- B. No

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It's The Law

The Individuals with Disabilities Education Act (IDEA), Public Law 108-466 (2004)

...states that **physical education** is a required service for children and youth between the ages of 3-21 who qualify for special education services because of a specific disability or developmental delay.

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It's the Law (cont.)

Federal Law disabilities (PL 94-142, PL 101-476, PL 105-17, PL 108-446) mandates the following in regards to **physical education** and students with:

General.

(1) As used in this part, the term special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including-

- (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
- (ii) **Instruction in physical education.**

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It's the Law (cont.)

(2) The term includes each of the following, if it meets the requirements of paragraph (a)(1) of this section:

Physical education-

- (i) Means the development of-
 - (A) Physical and motor fitness;
 - (B) Fundamental motor skills and patterns; and
 - (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and
- (ii) Includes **special physical education, adapted physical education**, movement education, and motor development.

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It's the Law (cont.)

(3) **Specially-designed instruction** means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction-

- (i) To address the unique needs of the child that result from the child's disability; and
- (ii) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

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Translation...

- Physical education services, specially designed if necessary, must be made available to every child with a disability receiving free appropriate public education (FAPE).
- **Adapted PE is direct special education** required by law and driven by individual need
- It is not a local option or decision.

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It's true but we understand...

- How prepared are you?
 - One class in undergrad,
 - Partner/Buddy to one student,
 - Controlled environment,
 - Appropriate equipment,
 - 25 years ago,
 - Before your knees went bad,
 - In the snow, uphill, both ways.
- Best practice - employ a physical educator with MAEd in APE and/or CAPE certification to plan and implement your APE program.

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Who Can Provide APE?

- Best practice is to employ a physical educator with Certification in Adapted Physical Education (CAPE) to plan and implement your APE program
- States that require CAPE: CA, FL, LA, MA, MI, MN, NE, NV, ND, OH, OR, RI, WS, WY
- Common practice recommends PE or APE classes be planned, led and documented by educators who hold current state licensure in Physical Education
- Physical educators may be qualified to provide adapted physical education—this does not mean they feel prepared to do so!!

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LRE and the APE Continuum

“What is the best educational scenario for THIS student?”

LRE Factors (in no particular order):

1. Student's disability/level of need
2. Scheduling
3. Support Services
4. Age Appropriateness
5. Assessments
6. Setting
7. EC Teacher/GPE Teacher
8. GPE Teacher

LRE varies from school to school, student to student. All students have the right to learn and participate in Physical Education.

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Yep...that's you.

The student's Physical Educator!

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Guiding Questions for Eligibility

- Can the student independently participate and learn:
 - on grade level,
 - in GPE,
 - with non-disabled peers?
- Can GPE instruction be differentiated so the student can participate?
 - provided written instructions in advance
 - provided visual prompts
 - given intentional, small group assignment
 - With modified tasks or skills

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More Guiding Questions...

- What are the student's strengths in GPE class? Needs?
- Is GPE the student's least restrictive environment (LRE)? What data supports this?
- In order for the student to access the GPE curriculum, does instruction need to be designed just for him/her?
- Can the student access the GPE curriculum *safely* and *successfully* without specialized instruction?

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Determining Eligibility for APE

- IEP Team meets
- Team determines the need for APE
evaluation = data, data, data
- Evaluation completed
- IEP Team determines student
does (or does not) require APE

Now what???

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Next Steps...

1. Check "Yes" to:
 - "Does the student require APE?" or
 - "Does the student require specially designed physical education?"
2. Develop APE Components of IEP:
 - **Must have input from someone knowledgeable about the PE curriculum.**
 - Present Level of Academic Achievement and Functional Performance (PLAAFP)
 - Goals/Objectives
 - Means of collecting data and reporting student progress
 - Determination of LRE
 - Frequency/Service delivery

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Evaluations

- There are over 40 evaluation tools that can be used to determine eligibility for APE services.
- Which tool is appropriate?
"Well...it depends."
- Examples can be found on the North Carolina Adapted Physical Education Advisory Council (NC-APE-AC) website:
www.nc-ape.com/resources

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No APE Specialist?

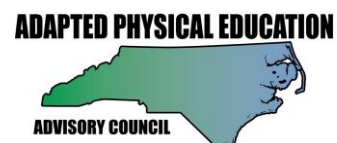
- Update knowledge of disabilities and teaching strategies related to teaching students with special needs.
- Collaborate with other service providers
 - EC Teacher
 - PT, OT, SLP
 - Parents
 - Administration
 - Paraeducators
- Explore and use resources:
 - NC-APE-AC
 - Colleges and universities
 - Recreation programs for special populations
 - Sports programs for special populations

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Questions?

Contact us directly through email and/or phone!
Contact information can be found here...



www.NC-APE.com

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Small Group Challenges



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I'm not
telling you
it's going
to be
easy,
I'm
telling you
it's going
to be
WORTH IT.

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Small Group Challenge #1

We're playing.....






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Small Group Challenge #1

Game Objective: Travel from Point A to Point B through the Toxic Swamp, using equipment provided, without your feet or wheels touching the toxic swamp (floor).

1. Choose a team cone. 
2. Using the prop provided, choose a team member to play the role of a student with a disability. 
3. Use equipment provided to create a pathway for your team to travel from point A to point B 
4. All members must make it across without stepping into the toxic swamp!

 **SLICE**

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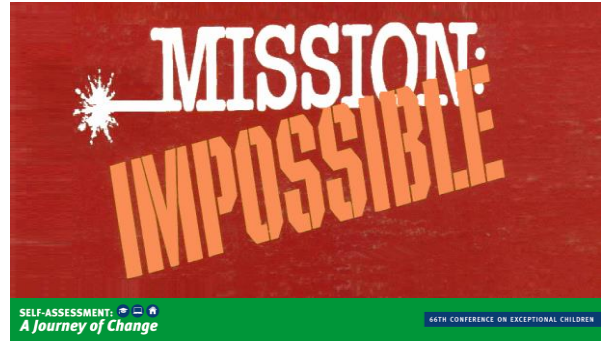
The 6 S's of Equipment Adaptation

Taken from the article-
"Adapting Equipment for Teaching Object Control Skills"
by Sean Healy, PhD.
University of Virginia
PALAESTRA Magazine, Vol. 27 – No. 4: 2013

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Small Group Challenge #2 We're playing.....



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NAH!!
We
Are
→ Unstoppable!



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Mission ImPOSSIBLE PE for Everyone!

Learn how to adapt the equipment, skill, activity, game and/or environment to meet the needs of ALL students.



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First: Know your Student! Precautions/Health Information

- Review the IEP and Individualized Health Plan
- Ask the school nurse or appropriate related service provider if there are any precautions or accommodations needed
 - No falls
 - Helmet
 - No thrown objects
 - Weigh-bearing
 - Seizures
 - Over-heating
 - Safety glasses
 - Medications
 - And many, many more!

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Small Group Challenge #2

1. Your group will have approximately 8 minutes to...
2. Have one group member read the student's Present Level of Academic Achievement and Functional Performance (PLAAFP) aloud for the group.
3. Discuss the PE activity to be taught and record the challenges it might present for this student.
4. Use equipment provided to create an adapted or modified activity (as closely resembling the original activity as possible) that is meaningful for this student.
5. Share/demonstrate for entire group when time is up.

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Adaptations by Disability

Multiple Disabilities

- Be patient
- Be flexible
- Use brightly colored equipment
- Use visuals for boundaries (poly spots, cones, ropes)
- Break tasks into smaller steps
- Modify equipment
- Employ multi-sensory strategies
- Use sound, physical and verbal prompting
- Self paced activities (stations, task cards)
- Give lots of positive reinforcement and praise (verbal/physical)

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Adaptations by Disability

Wheelchairs

- Ask the student!
- Get them out of their chairs
- Safety first
- Stationary, slower moving balls
- Vary distances
- Use longer, lighter equipment
- Lower goals
- Use slower locomotor patterns
 - » Bear crawl, crab walk, hopping, etc.

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Adaptations by Disability

Cerebral Palsy

- Use balloons or beach balls
- Modify rules or games
- Employ multi-sensory strategies
- Enlarge targets
- End activity before student gets frustrated
- Use extension for tag games (Foam Noodle)
- Use large scooters, create "boat" on scooters
- Focus on reaching, grasping, pushing
- Use slower locomotor patterns for regular education students. (Bear crawl, crab walk, log roll, etc.)

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Adaptations by Disability

Down Syndrome, Intellectual Disability, Traumatic Brain Injury

- Positive, positive, positive
- Avoid stress to neck area (DS)
- Highly structured environment
- Brief instruction
- Visual instruction - demonstrations
- Set-up for success
- Be consistent with motivation
- K.I.S.S. -Keep It Short and Simple

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Adaptations by Disability

Visual Impairments

- Safety first
 - >Keep it clean
 - >Avoid overprotecting
 - >Notify of changes made to gym
- Give physical assistance (only if necessary)
- Increase size of equipment
- Use brightly colored equipment
- Use beep balls, bell balls
- Give physical assistance
- Use guides
 - >Wall, Guide wire, carpet runner

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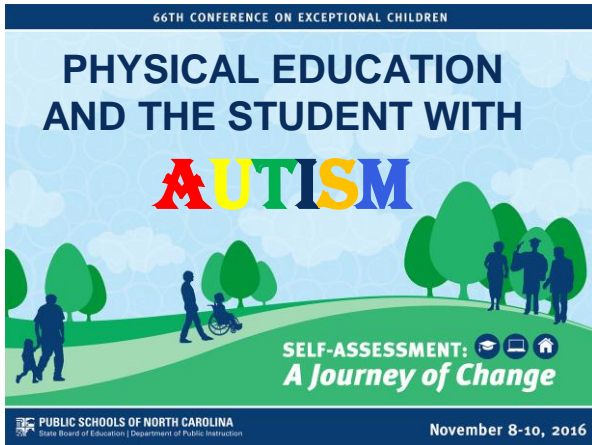
Adaptations by Disability

Hearing Impairments

- Determine start/stop signal
- Use visual demonstrations, light prompts
- Stand still when giving directions
- Make sure student can see your lips
- Learn basic signs
- Be aware of any balance issues

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Autism Spectrum Disorder (ASD)

- 1 out of every 45 children (CDC, 2014)
- Fastest growing developmental disability in the U.S.
- Boys are 5x more likely to be diagnosed with AU
- No medical detection or cure
- Difficulty in:
 - social interaction,
 - verbal and nonverbal communication and
 - repetitive behaviors.
- Paradigm Shift

AWARENESS → **ACCEPTANCE**

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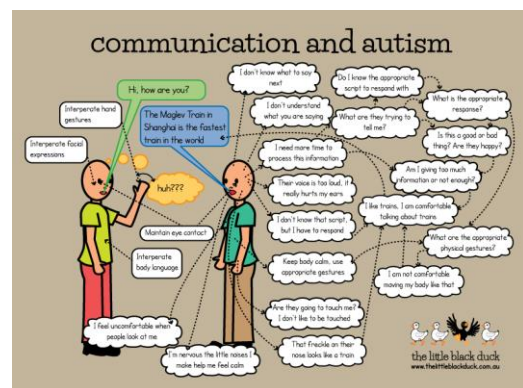
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Communication

- Put yourself in their shoes
- Expressive vs. Receptive
 - Just because they cannot express things verbally, does not mean they do not understand.
- Processing Time
 - Allow time for student(s) to process information
 - Every time instructions/cues are repeated, student(s) have to re-process
- Body Language
 - Pay attention

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Communication Continued...

- Verbal Behavior Approach (VBA)
 - Language can get them what they want
 - Always, ALWAYS reinforce language
- Tell student what “to do.”
 - “Kick ball.”
 - NOT “Don’t pick up that ball and throw it again.”
- Avoid negatives
 - Try to stay away from “No” or “Stop it”
 - Use “Try again” or “I’ll help you.”
- Be specific, not abstract
 - “Awesome job waiting for your turn, Jason!”
 - “Sammy, I really like the way you’re sitting quietly.”



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Routine and Structure

- Establish a routine
 - Meet student
 - Identify schedule for the day
 - Consistent warm-up
 - Activity
 - Cool down/clean up
- Routine within a routine
 - Warm-ups
 - Run
 - Stretch
 - Push Ups
 - Sit Ups
- Be Organized and Prepared
 - Keep student engaged
 - Avoid boredom at all costs
 - Be enthusiastic

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Routine and Structure Continued



Predictability

Follow schedule, consistent instruction



Anxiety

Tell students, “Okay, 30 seconds, then next” or “Five more, then rotate.”

Previewing

Use visuals of lesson activities.

1. Walk on green	<input type="checkbox"/>
2. Warm-up with partner	<input type="checkbox"/>
3. Sit on bleachers	<input type="checkbox"/>
4. Activity with partner	<input type="checkbox"/>
5. Line up with class	<input type="checkbox"/>
I'm working for...	

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Stimulation

- External Stimulation- Eliminate as much as possible
 - Move to hallway
 - Use dividers or mats
 - Limit amount of equipment being used
- Self-Stimulation- Eliminate as much as possible
 - Vigorous exercise
 - Engagement
 - Preparation, planning
 - Work for it

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Visuals

- If possible, provide a visual- May not understand spoken word, but may be able to associate a visual with activity.
- Which is better...

Introducing Basketball:



A

OR



B

Throw ball with a partner:



A

OR



B

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Social Stories

“Describe a situation, skill or concept in terms of relevant “social” cues in a patient and reassuring manner that is easily understood by its audience” (Carol Gray)

- Address issues that impact student’s participation in P.E. class,
- tool to assist individuals on spectrum to better understand,
- can be presented in written illustrated form

“Going to PE” by Lindsey Etzel Miller

(Source: Teachers Pay Teachers)

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Reinforcement

POSITIVE SPECIFIC CONSISTENT
FREQUENT

Verbal

- “Great job waiting in line!”
- “Thank you for sitting quietly.”
- “Awesome job bouncing the basketball!”
- “Good try shooting the ball!”

Physical (depending on student)

- High fives
- Hugs
- Pats on the back
- Pressure

Token Boards- Earn reinforcer

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Forced Choices

Forced Choices

Teacher – “Do you want to shoot basketball?”

Student – “No.”

Teacher – “Do you want to kick the soccer ball?”

Student – “No.”

Teacher – “Do you want to run laps?”

Student – “No.”

Instead, give a forced choice:

“Do you want to shoot basketball or kick the soccer ball?”

“Do you want to want to work for snack or computer?”

“PE or classroom?”

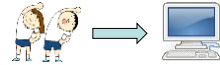
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Premack Principle

Follow an undesirable activity with a desirable activity.

– First PE... Then computer.



– Shoot 5 times... Then run.



– Stretch first... Then scooter.



– Eat veggies... Then ice cream.



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General Tips

- **Be enthusiastic!**
- Accept mini victories
 - Lining up correctly
 - Waiting for turn
 - Eye contact
 - Smiles
- Ask questions
 - Classroom teacher
 - Paraeducators
 - Student
- Never underestimate

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Autism Adaptations Overview

- Visuals – station signs, PEC system, picture stories, etc
- Predictable/structured routine
 - Warm-up, activity, closure
- Smooth transitions
- Stations
- Allow for extra time
- Eliminate excessive stimulation
- Vigorous exercise – reduce repetitive behaviors
- Duplicate teaching strategies of teacher
 - Applied Behavior Analysis
 - Verbal Behavior Approach
 - Token System
 - Reinforcers – touch, sensory toys

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Recruiting Help in PE

- EC Staff
- Related Service Professionals (PTs, OTs, SLPs)
- College Students
- Volunteers
- Peer Buddy Clubs
- Paraprofessionals

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Paraeducators

Also known as: Teacher Assistants, Paraprofessionals, Instructional Assistants

Main Focus – to assist teacher(s) in implementing a student's IEP.

Can provide valuable information regarding student's:

1. Behaviors at certain times during the day
2. Communication skills
3. Likes and dislikes
4. Medical issues
5. Motivators
6. Other ideas for adaptations/modifications

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Paraeducators Continued

Also known as: Teacher Assistants, Paraprofessionals, Instructional Assistants

Tips for Working With Paraeducators

1. Be aware of expectations set in place by classroom teacher.
2. Start off on a good note! Make them like you. ☺
3. Empower them.
4. If para is not doing what is asked of them, always go to the classroom teacher.
5. If possible, give them specific instructions.
6. Keep a log.
7. Issues with paraeducators are county/school/classroom based.
8. Make it fun for them! Ask them for ideas...

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Tips

- Be Enthusiastic!
- Educate Yourself
 - Workshops
 - Professional literature
 - Webinars
 - Professional organizations
- Observe in the Classroom
 - Teaching strategies
 - Behavior techniques
 - Reinforcers
- Build Relationships
 - Students
 - Paraeducators
 - Teachers

Adapt the game to the student, NOT the student to the game.

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A Journey of Change

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Tips Continued

- Plan Ahead
 - All parties will benefit
- Embrace Change
 - Adapt curriculum
 - Paradigm shift
- Celebrate Mini-Victories
 - Lining up correctly
 - Eye contact
 - Waiting their turn
 - Smiles
- Ask Questions
- Focus on what they CAN do!

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Questions?

Contact us directly through email and/or phone!
Contact information can be found here...

ADAPTED PHYSICAL EDUCATION



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For questions and technical assistance, you may also contact
NC DPI's APE Liaison:

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November 8th, 2016

Specific Game and Sport Adaptations

Badminton	Basketball	Bowling	Floor Hockey
<ul style="list-style-type: none"> • use oversized racquets • use larger birdies • lower net • allow students to sit • eliminate the net • use balloon instead of birdie 	<ul style="list-style-type: none"> • use smaller, lighter ball • use different type of ball (e.g., playground ball) • lower goal • use goal with larger circumference • decrease size of playing area 	<ul style="list-style-type: none"> • use lighter ball • decrease number of pins • allow students to push ball while sitting • use bowling ramp • allow three tries instead of two • increase size of pins (e.g., milk jugs) • create visual lanes with cones 	<ul style="list-style-type: none"> • use oversized sticks • use lighter sticks • use larger ball or puck • increase size of the goal • decrease size of playing area • eliminate goalies
Kickball	Soccer	Softball	Volleyball
<ul style="list-style-type: none"> • use lighter or larger ball • allow students (in wheelchairs) to use hockey stick to contact ball • decrease distance to base • use one base • allow student to kick ball when stationary • allow “pitcher” to use a bowling ramp 	<ul style="list-style-type: none"> • use lighter, larger ball • allow students to use hockey stick instead of kicking the ball • decrease size of playing area • allow students to play with a buddy • allow student to walk or roll wheelchair to ball • increase size of goal 	<ul style="list-style-type: none"> • use lighter, larger ball • use lighter bat • decrease distance between bases • use one base • allow more than three strikes • use batting tee • allow more time to get to bases • identify bases with specific colors 	<ul style="list-style-type: none"> • use beach ball or balloon • allow students to sit • lower net • eliminate the net • decrease court size • allow ball to bounce once before hitting • allow unlimited number of hits • allow more than one try when serving

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Modifications For Group Games and Sports

Vary Purpose or Goal of Game= Some students play to learn complex strategies while others play to work on simple motor skills

Vary Number of Players= Use smaller size teams to increase participation and isolate students in certain groups, if needed

Vary Movement Requirements

- Some students can walk while others run
- Some students can hit off a tee while others hit balls that are tossed

Vary Field of Play

- Use shorter distances
- Set up safety zones for those with mobility difficulties
- Make field narrower and wider

Vary Objects Used

- Use lighter balls, bats
- Use larger or smaller balls
- Lower net or basket
- Use balls or game objects with sound

Vary the Rules/Expectations

- Vary number of turns each student receives
- Evaluate what positions students with disabilities will find success

Use “luck” as means of de-emphasizing skill



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Health and Safety Considerations

Amputations

- Use padding with the prosthesis if necessary to ensure safety for all participants
- Play activities with less contact

Autism

- Use a consistent behavior modification program
- Teach in a less stimulating area
- Be consistent in use of terms, equipment, and class organization
- Use a predictable routine
- Use vigorous aerobic exercise to reduce self-stimulating behavior
- End activities before frustration occurs
- Use an established routine with repetitive transition strategies

Cerebral Palsy

- Use lightweight, slow moving objects (e.g., balloons, beach balls)
- Modify rules of games
- End activities before student gets frustrated
- Enlarge targets
- Use extensions for tag games
- Use large scooters
- Increase activity space to account for balance issues

Down's Syndrome

- Avoid any stress to neck area
- Use a highly structured environment
- Reduce teaching space
- Use brief instructions
- Control extraneous stimuli, as much as possible
- Use positive behavior modification program

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Hearing Impairment

- Engage in visual games only
- Coordinate your communication mode with the IEP team
- Learn basic signs and use them consistently
- Use visual demonstrations
- Stand still when giving directions
- Make sure student can see your lips when you talk
- Be aware that balance can sometimes be an issue

Muscular Dystrophy

- Use extensions for tag games
- Use larger, softer balls, large balloons or ball sacks
- Use a peer partner to help with stability

Rheumatoid Arthritis

- Avoid strenuous contact activities
- Avoid activities that cause stress on joint areas
- Allow rest period if student asks for one

Sickle Cell Disease

- Allow frequent water breaks
- Avoid activities that might require overexertion
- Allow rest periods as needed

Spina Bifida

- Use extension for tag games
- Have alternatives ready for stations or activities they cannot maneuver
- Use caution with latex intolerance
- Always allow student to be part of activity in some fashion

Visual Impairment

- Use other sensory modalities for providing information
- Use a beeper or constant sound source
- Place students where they can best hear instructions
- Increase size of equipment
- Increase mat size
- Give physical assistance
- Mark exercise area with brightly colored tape or textured border
- Use a beeper ball or bell ball
- Use various sounds to delineate playing areas
- Use a whistle
- Use a guide rail



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Instructional Assistants in PE

Working together, general physical educators (GPE) and instructional assistants (IA) can help students be as active and independent as possible in physical education. It is imperative that the GPE and IA communicate effectively and efficiently in order to develop a positive/supportive relationship. The GPE knows the curriculum, the IA knows the student. Both professionals must share their expertise in order to determine expectations for the student, promote progress, and provide appropriate instruction to students of all abilities.

FYI: Instructional assistants are also referred to as paraeducators, paraprofessionals, one-on-one or exceptional children's assistants.

Preparing for PE/Arriving to Class

- Assisting in PE begins long before arriving at the gymnasium.
- Contact the APE Specialist or General PE teacher for information on the upcoming lesson (e.g., time frame, subject matter, main focus, equipment to be used, etc).
- Share collected information with student (s) – decrease anxiety, increase time-on-task, maintain focus, etc.
- Review class rules and expectations.
- Review/practice previously learned skills. Borrow or “Check Out” equipment from teacher.
- Prepare to transition to the gym – wear appropriate clothing and shoes (both student(s) and staff).
- Assist students through hallways as needed.
- Monitor locker room or assist students with changing shirts or shoes prior to class in an alternate setting.
- Assist student(s) in locating assigned area/spot in the gym.

During PE

- Assist with participation in activities as needed – help students stay on task.
- Ensure students maintain good position to see/hear directions.
- Provide prompts and redirection as needed.
- Utilize adapted equipment and modifications when appropriate.
- Encourage positive, age-appropriate interaction with peers.
- Assist with transitions between stations.
- Engage the students to identify modifications (“How can you catch the ball?”).
- Use positive reinforcements.
- Identify replacement behaviors rather than saying ‘don’t do that’. For example – If Mary is running around the gym instead of sitting on her poly spot, you might say ‘Sit on spot, Mary’. This is the behavior or skill you are asking Mary to perform.
- Stay in close proximity to the student(s) as needed.
- Assist with student assessment upon request.
- Assist with data collection for IEP purposes.

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End of PE

- Students often need assistance at the conclusion of PE class.
- Assist students in the locker room as needed.
- Assist students to transition from PE back to class.
- Take the opportunity to talk about the activities.

Appropriate Modifications for Instructional Assistants to use in PE:

Equipment: Change weight and size of objects and implements, target size and ball softness.

Space: Change distance from target, playing area, and distance from bases.

Time/Force: Vary the time to complete the activity, or the number of repetitions. Slow activity down or substitute stationary activities for movement.

Rules and Responsibilities: Simplify or change rules, reduce choices available, and/or eliminate quick changes in roles.

Prompting: Use consistent prompting to assist learner. Types of prompts include visual cues, verbal prompts, physical and modeling skill or behavior. Verbal prompts are generally less effective as they require more time to process.



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Modifications/Adaptations for Specific Limitations in PE

Modifications/adaptations to equipment, rules, playing area, physical environment, and movement requirements should be utilized to provide a supportive, inclusive, and positive learning experience for **all** students.

Ask yourself: Will the modification/adaptation...

- » increase the student's level of participation;
- » create a safe environment for all students;
- » preserve the essence or nature of the game;
- » foster inclusion, awareness, and acceptance;
- » create a successful experience for **all** students?

For Students with Limited...

Strength	Balance
<ul style="list-style-type: none"> • Shorten distance to move or propel object • Use lighter equipment • Use shorter and lighter striking implements • Allow students to sit or lie down while playing • Allow students to monitor their own fatigue • Use deflated balls or suspended balls • Change movement requirements 	<ul style="list-style-type: none"> • Provide chair, bar or buddy for support • Teach balance techniques (widen base, use arms) • Increase width of surfaces to be walked • Use carpeted areas rather than slick surfaces • Teach student how to fall • Place student near wall for support • Lower center of gravity
Endurance	Speed
<ul style="list-style-type: none"> • Shorten distance and playing area • Allow more rest periods • Change movement requirements to reduce activity time • Allow student to sit while playing • Decrease activity time for students 	<ul style="list-style-type: none"> • Shorten distance(s) • Change locomotor pattern • Equalize competition among teams • Encourage cooperative activities • Make safe areas in tag games
Coordination/Accuracy	
<ul style="list-style-type: none"> • Use stationary objects for kicking/striking • Decrease distance for throwing, kicking, and striking • Make targets and goals larger • Use lighter, less stable pins in bowling-type games • Pair visuals with color-coded equipment (e.g., blue polyspot with blue basketball) 	<ul style="list-style-type: none"> • Increase surface of striking implements • Use larger balls for kicking and striking • Use softer, slower balls for striking and catching • Use scarves, balloons, bubbles to enhance visual tracking skills

Adapted from: Texas Association for Health, Physical Education, Recreation, and Dance (2008). *Adapted Physical Education of Best Practices* (2nd ed.). Denton, TX: Texas Women's University.

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